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ABSTRACT

Designed to help early childhood and elementary educators in Iowa integrate multicultural, nonsexist, and global (MNG) perspectives into the existing curriculum, this paper discusses issues surrounding their integration and provides two extensive bibliographies of curriculum resources. First, the paper reviews the definition and purposes of MNG education according to the Iowa Department of Education and describes the Department's MNG goals and themes as follows: that students understand themselves and others as cultural beings in a cultural context; that students recognize diversity in the country and the world; that students understand the effect of group membership on values, attitudes, and behaviors; that students understand the dynamics of discrimination, bias, prejudice, and stereotype; and that students demonstrate skills for effective social action. The themes include global interdependence; human resources, values, and culture; the global environment and natural resources; global peace and conflict management; and change and alternative futures. For each goal and theme, the paper provides a summary of a relevant book and a list of creative activities for integrating the book into the curriculum. Finally, the paper includes two bibliographies of MNG resources: a 48-item bibliography organized by the 10 goals and themes, and a 358-item bibliography of works on other cultures organized by country or culture of origin. (BCY)

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The Integration of Young Children's Literature with Multicultural, Nonsexist, and Global Education Goals and Themes

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Introduction.

In 1989 the Iowa Department of Education issued A Guide to Developing Multicultural, Nonsexist Education Across the Curriculum and A Guide for Integrating Global Education Across the Curriculum. The intent of the Iowa Department of Education, as indicated in these two documents' titles, is that multicultural, nonsexist, and global perspectives were to be interwoven into the existing curriculum. However, many early childhood and elementary education teachers, curriculum supervisors, and curriculum specialists have been interpreting the intent as meaning that there are now several more curriculum areas to be added to the already overcrowded daily classroom schedule. These documents propose one possible way in which multicultural, nonsexist, and global perspectives can easily become an important and integral part of the curriculum.

These paper first reviews the definitions and purposes of multicultural, nonsexist, and global education according to the Iowa Department of Education. Second, the goals and themes which have been established will be outlined. Third, a discussion of the use of children's literature to achieve these goals and themes will be given. Included in this section are a brief summary of an appropriate book related to each goal or theme and then a list of activities which can be used by teachers to integrate the book with other curriculum activities. It can be noted here that the books used in these activities are primarily for children from preschool through the primary grades. Fourth, the references related to the paper are listed. Lastly, two extensive bibliographies are provided: (1) the first is a list of books categorized according to the Iowa Department of Education goals and themes for multicultural, nonsexist, and global education and (2) the second involves a list of children's books from around the world divided according to the country or culture of origin.

Definitions.

The Iowa Department of Education defines multicultural, nonsexist education as " the planned curriculum and instruction which educates students about the cultural diversity of our society" (Iowa Dept. of Education, 1989a, p. 6). This education is considered to be more than learning objective facts about other cultures and the roles of men and women from diverse racial and ethnic backgrounds. All areas of learning are to be touched by this education, including the cognitive and affective domains, life long learning, higher order thinking, and effective interpersonal and intergroup relations. One aspect of this curriculum is to provide information concerning "the historical and contemporary contributions and the variety of roles open to both men and women from a diversity of cultural, racial, and disability groups" (Iowa Dept. of Education, 1989a, p. 6).

However, the curriculum goes beyond that and identifies and

explores the variety of opportunities available today to men and women from diverse racial, cultural heritage, sex, and disability groups. This emphasis also promotes the philosophy of the Iowa Department of Education that a goal of public education is to "maximize the potential of all students regardless of race, cultural heritage, sex, or disability" (Iowa Dept. of Education, 1989a, p. 6).

Many people upon hearing the words "global education" think one of two thoughts: "Is it not just like multicultural education?" or "Why are we going to teach our children about other people's problems when we can not take care of our own?" Global education is more than multicultural-nonsexist education and it is more than learning about other countries and their problems. Global education certainly includes these areas but goes beyond them. The Iowa Department of Education provides the underlying assumption of global education that it represents an extension of the concept of one of the fundamental purposes of education in our society: developing responsible citizens. In other words, citizenship now includes an understanding of the human and natural systems and their interconnectedness. "The purpose of global education is to promote long-term human survival by developing greater respect for and cooperation with our fellow human beings and greater concern for the environment on which all people depend for their very existence" (Iowa Dept. of Education, 1989b, p. 3). The development of a global perspective and a sense of commitment to a broadened sense of the world is necessary if students are to be prepared for the increasing global society of the future. The infusion of global issues and perspectives can foster that development.

Goals and Themes.

The following goals and themes have been established for multicultural, nonsexist education, and global education in Iowa.

Multicultural, Nonsexist Education.

Goal 1: Understands self and others as cultural beings acting within a cultural context.

Goal 2: Recognizes U.S. and world diversity.

Goal 3: Understands how group membership helps determine values, attitudes, and behaviors.

Goal 4: Understands the dynamics of discrimination, bias, prejudice, and stereotyping.

Goal 5: Demonstrates skills for effective social action and integration between racial, ethnic, sex, cultural, and ability groups (Iowa Dept. of Education, 1989a, p. 14-

17).

Global Education.

Theme 1: Global interdependence.

Theme 2: Human resources, values, and culture.

Theme 3: Global environment and natural resources.

Theme 4: Global peace and conflict management.

Theme 5: Change and alternative futures (Iowa Dept. of Education, 1989b, p. 11-14).

Use of Children's Literature to Achieve the Goals and Themes.

Literature provides a vehicle through which children can learn to recognize and respect the diverse groups of people represented in their classrooms and in the world around them. Through appropriate children's literature, respect and appreciation of diversity can be extended to include a better understanding of people beyond the boundaries of our own country. Books and related learning experiences can make a significant contribution to the broadening of our children's view of the world, thus preparing them to be wise and compassionate leaders of tomorrow.

When selecting children's literature to be used to meet multicultural, nonsexist, and global education goals the same selection criteria should be applied that would be used when selecting any high quality children's book. However, there are a few criteria presented in Anti-Bias Curriculum: Tools for Empowering Young Children (Derman-Sparks, 1989) which need to be kept in mind. Derman-Sparks presents ten points which should be considered when evaluating children's books in terms of sexism and racism. These are as follows:

1. Illustration.
   Look for stereotypes.
   Look for tokenism.
   Who's doing what? Roles of minorities.
2. Check the story line.
   Standards for success.
   Resolution of problems-are minorities the problem?
   Role of women.
3. Look at the lifestyle.
4. Weigh the relationships between people.
5. Note the heros.
6. Consider the effects on a child's self-image.
7. Consider the author's illustrator's background.
8. Check out the author's perspective.

9. Watch for loaded words.
10. Look at the copyright date.

Always read each story before using it with students. You know your students best and you know what will be most appropriate to use with them.

In the following section, one young children's book for each above goal and theme in the Iowa Department of Education curriculum guides has been chosen. A description of the story and a few sample activities are provided for each story.

Questions for stimulation of discussion of the book's content have not been provided for each individual book. It is important that questions match the students' abilities and interests. However, it is imperative that a variety of levels of prediction and comprehension questions be used with all students when discussing the stories. Ada and Zubizarreta (1989) in Language Arts Through Children's Literature present four phases for creative dialogue. The descriptive phase, the first phase, makes use of the typical comprehension questions which retell and clarify content, recount action and verify comprehension. In the personal interpretive phase, the second phase, the questions urge the students to relate the story to his or her own experiences, feelings, and emotions. The critical multicultural phase, the third phase, uses questions that will encourage critical reflection and develop alternative courses of action. These questions should also help students become aware that they can shape and change their own lives. The creative phase, the fourth [hase, allows students to plan and carry out actions that can cause positive change in their lives and in the world around them.

Multicultural, Nonsexist Education.

Goal 1: Understands self and others as cultural beings acting within a cultural context.

Paek, M.C. (1988). Aekyung's dream. San Francisco, CA: Childrens Book Press. (grades 2-7)

Summary:

Aekyung is a young Korean girl who experiences many of the difficulties faced by newly-arrived immigrants: difficulty with her new language, lack of friends, and others' ignorance of her culture. A dream Aekyung has allows her to reconnect with the roots of her culture and, thus, inspires her to overcome the challenges she faces.

The story recounts many simple events of daily life which students will be able to relate to. The story also encourages understanding of cultural aspects that support and encourage each of us as we go about everyday life.

Activities for Creative Expression:

1. Each student can make a book that tells the story of his or her family. The student can ask his parents and relatives for additional information about about his family and he can illustrate the book with photographs, paintings, and drawings.

2. If any students in the class are bilingual and/or bicultural, they can write an essay describing their life as a bilingual and/or bicultural person. They can then share their essays with fellow students.

3. The students can do a survey to discover what people's ethnic backgrounds are and to see how many different cultures are represented in the group. The survey can begin in the classroom and, later, if desired and possible, can be expanded to include the rest of the school and the community. After the students have collected their data, they will need to decide how they will display the results.

4. Have the students brainstorm about what information they would like to know about each other - how their cultural background influences their daily life. Create a list of possible questions. Have the students form pairs and interview each other. When the interviews are concluded, each student could introduce the person he or she interviewed to the rest of the class.

5. Have each student write his name on a piece of paper and then drop it into a hat or basket. Each student will draw a name from the hat and then will make a poster to highlight the positive qualities of the person they drew.

6. Aekyung drew a picture of King Sejong because he represented something important to her. Ask each student to choose a story character or person to make a portrait of. Provide a variety of media for the students to use. When their pictures are completed, you can create an exhibit of the various portraits, and have each student share with the class why he or she chose that particular person.

Goal 2: Recognizes U.S. and world diversity.

Morris, A. (1989). Hats, hats, hats. New York: Lothrop, Lee, & Shepard Books. (preschool-grade 2)

Summary:

This photographic look at hats from all over the world also provides a look at the faces of the diverse people who wear them. The photos also show people around the world wearing hats that they wear in work and in play. The photographs are taken all over the world allowing the reader to see the people and their hats in the places where they live.

Activities for Creative Expression:

1. The students could bring in favorite hats from their families and model them.

2. The students could draw or paint pictures of themselves and each other wearing their favorite hats. The pictures could then be bound into their own hat book.

3. The students could graph the various purposes of different hats: warmth, protection (shield from sun and rain), decoration, fashion accessory, and so forth.

4. Using magazine and newspaper pictures, the students could make a collage of hats and people wearing hats.

Goal 3: Understands how group membership helps determine values, attitudes, and behaviors.

Ortiz, S. (1988). (rev. ed.) The people shall continue. San Francisco: Childrens Book Press. (grades 2-7)

Summary:

This story of hardship and survival tells, powerfully yet succinctly, the history of Native American peoples from their origins to the present.

Life had never been easy for the Native Americans. But with the coming of the Europeans, the familiar struggle for survival in the natural world turned into an agonizing battle to defend themselves and their land from the invaders' cruelty and greed. In the process, old traditions were destroyed, the people were torn from their lands, and families were separated. But even though the children were sent to distant schools and were taught to be ashamed of being Indian, the teachings of the elders were not completely lost.

Today these teachings are being shared with other oppressed people showing the value and power of group membership and identity.

Activities for Creative Expression:

1. Have the students identify some local and national organizations which support Native American peoples. Encourage the students to write requesting information, to invite representatives from those organizations to visit the classroom, and to find out how they can help support the work of those groups.

2. Invite a Native American person to visit the classroom and to share their experiences and traditions.

3. Visit a museum with the class to look at traditional Native American handicrafts and artifacts.

4. The students could work collectively to create a book titled The Origins of Our Country. They could include what they have learned about the history of the United States from a Native American perspective.

5. The students could prepare a celebration of indigenous cultures. The celebration should be as authentic as possible, yet allowing for student's creativity. Respect and appreciation for indigenous cultures should be the main theme. The content could be a dramatic reading of The People Shall Continue or a program of poems, songs, and dances.

6. The students could develop a collage consisting of writings and pictures depicting Native Americans in contemporary everyday situations.

Goal 4: Understands the dynamics of discrimination, bias, prejudice, and stereotyping.

Garcia, M. (1987). (rev. ed.) The adventures of Conn and Diego. San Francisco, CA: Childrens Book Press. (grades 2-9)

Summary:

This contemporary, original story is written in the form of a traditional tale, which serves to heighten its strong, fable-like quality. The text is in both English and Spanish.

The twins Connie and Diego are unhappy because others make fun of their rainbow-hued skin. The suffering caused by others' jeers and taunts drives the twins to flee their village. On their journey, they encounter several different animals: a bear, a whale, an eagle, and a tiger. All their encounters lead Connie and Diego to recognize their true human nature and their need to return home and create a place for themselves among their own kind.

Even though Connie and Diego return home, there is no true solution presented to the conflict. The story remains open-ended because the racism denounced in the story still exists. Thus the story provides both an invitation and a challenge to the reader to find solutions which will lead towards true acceptance and respect between all human beings.

Activities for Creative Expression:

1. Have the students retell the story of Connie and Diego adding their prediction at the end of the story of Connie and Diego's return home and the results of that return.

2. The students could dramatize the story. Some students could represent the principal characters while the rest of the class would represent the inhabitants of the Land of Plenty.

3. The students can retell the story in the form of a mural

depicting the twins' journey.

4. The students can make a collage to show the great variety present among human beings. This could be a year long project which would graphically demonstrate the richness of the human race along with the essential elements we all share.

Goal 5: Demonstrates skills for effective social action and integration between racial, ethnic, sex, cultural, and ability groups.

dePaola, T. (1983). The legend of Bluebonnet: An old tale of Texas. New York: Putnam. (preschool-grade 2)

Summary:

Thick clusters of vivid blue flowers, which resemble old-fashioned sun-bonnets, cover the Texas hills in the springtime every year. These lovely wild flowers, known by the name of bluebonnet, are the state flower of Texas.

This favorite legend based on Comanche Indian Lore, tells the story of how the bluebonnet came to be. The story and illustrations capture the Comanche people, the Texas hills, and the spirit of She-Who-Is-Alone, a little girl who made a sacrifice to save her tribe. It is a tale of the courage and sacrifice of a young person. She-Who-Is-Alone's act of thrusting her beloved doll into the fire to save her people represents the decisive sort of action that many young people are capable of, the kind of selfless action that causes changes and creates miracles.

Activities for Creative Expression:

1. The students could read about other persons who have created change through their actions - Martin Luther King, Jr., George Washington Carver. The students could then write legends about the actions of those persons.

2. The students could write about or make posters depicting a sacrifice they could make or an action they could take which could have an effect on a social issue they identify with.

3. The students could bring in their favorite object and share how they feel about sacrificing that object.

4. The students could interview family members concerning social issues. As a group they could develop questions that would enable them to find out:

- -social issues the family members are concerned about
- -what changes they feel should be made or what action should be taken to change the situation
- -actions they should take or sacrifices they should make in order to cause change
- -actions and/or sacrifices they would be willing to make

-actions and/or sacrifices they have or are currently making

Following the interviews the students could pool their information and develop a reporting system so they could share the information with others, such as with charts, graphs, etc.

Global Education

Theme 1: Global interdependence

Lionni, L. (1987). Swimmy. New York: Knopf. (preschool-grade 2)

Summary:
When all the other members of Swimmy's school of fish were swallowed by a tuna fish, once again he had been left alone. Swimmy had always been somewhat alone; he was the only black fish among a school of red fish, and he swam faster than his brothers and sisters. Alone, he set out to find a place to belong. Eventually, he found another school of red fish hiding behind rocks. They feared the big fish so that they would not go exploring. Gradually, Swimmy taught them how to work together and rely on one another to be just as "big" as the big fish.

Activities for Creative Expression:
1. The students could identify ways in which other people need their help and situations in which they need the help of others. They could write about or make pictures using a variety of media to depict themselves and others in helping situations.

2. Using paint and printing objects, the students could create a mural showing Swimmy's adventure. The work could be divided among the students so that the completion of the project would be dependent on all of them.

3. The students could dictate or write their own stories putting themselves in Swimmy's position describing how they could help other people in a particular situation.

4. The students as a group could identify situations in which the actions of other people are going to affect them directly. They may want to make several lists:
-actions of others that affect the students positively
-actions of others which have negative results for the students
-actions of the students that are positive for others
-actions of students which are negative for others

After creating the lists the students could discuss the effects of actions on everyone and develop some strategies for becoming more aware of the effects of our actions on other people and the environment.

Theme 2: Human resources, values, and culture.

Rohmer, H., Chow, O., & Vidaure, M. (1987). The invisible hunters. San Francisco, CA: Childrens Book Press.

Summary:

This legend from the Miskita Indians of Nicaragua tells the story of three brothers who were hunters. The brothers received the gift of becoming invisible in order to hunt better. The Dav, a plant of great powers, grants their request but demands that the hunters make two promises in return: they are to share their game with the tribe and they are to never use guns.

A pair of foreign traders manage to awaken the brothers' greed. The hunters forget about their promises to the Dar and lose their concern for the welfare of their people, resulting in tragic consequences.

This book opens the door for interesting discussions about selfishness, as well as ecological responsibility and the effect of technology and market economics on traditional cultures.

Activities for Creative Expression:

1. The students could write to organizations devoted to protecting the environment, asking for information on the work the organization does and on the work the organization does and on how the student may help.

2. The students could find out information concerning the role of humans in a particular ecological issue. They could also conduct a survey concerning attitudes toward the issue among teachers, family, friends, and the community.

3. The students could write a song in favor of the protection of the environment and the rights of indigenous people.

4. The students could create posters using a variety of media, depicting the positive roles of humans in the environment; or posters in defense of native peoples and their cultures.

Theme 3: Global environment and natural resources.

Rohmer, H. (1982). The legend of food mountain: La montana del alimento. San Francisco, CA: Childrens Book Press. (grades K-8)

Summary:

In Aztec mythology, the god Quetzalcotl is distinguished by his interest in human beings, to whom he gives several gifts. In this legend, Quetzalcott offers humans something very important: corn, the basic foodstuff of ancient Mexican and Central American civilizations.

This legend is told in a simple, accessible manner. This book is an excellent tool for discussing the value of food and nutrition, social responsibility towards those who work the land, and the need to respect and work with Nature in order to ensure human survival.

Activities for Creative Expression:

1. The students could write a poem about the rain, Quetzalcoatl, the mountains, or their favorite food.

2. The students could make a collective book for the classroom of favorite family recipes. For each recipe the following information could be included:
   - -the name of the dish
   - -a list of necessary ingredients
   - -step-by-step instructions for preparing the dish
   - -what the student knows about the origin of the dish
   - -some comments about the importance this dish has for his or her family
   - -the name of the person who shared the recipe and his or her country of origin

3. The students could retell The Legend of Food Mountain through dialogue, paintings, and drawings.

4. The students could create a mural about the production of their favorite food and the effects of that production on the environment.

5. The students could investigate and then compare and contrast the environmental and health aspects of eating natural foods (fruits, grains, legumes, or vegetables) versus highly processed foods.

Theme 4: Global peace and conflict management.

Seuss, Dr. (1984). The butter battle book. New York: Random House. (grades 5 & up)

Summary:

Every Zook eats his bread with the butter side down; every Yook eats his bread butter side up. A great wall divides the two lands and border patrols watch both sides of the wall. With each act of aggression, the weapons become more sophisticated until each side has within its possession the ultimate weapon that will destroy everything.

The story does not end but it stops with a Zook and a Yook face to face on the wall, each holding the ultimate weapon arguing over who will drop it first.

Activities for Creative Expression:

1. The student could retell the story creating their own groups of people and the characteristic that divides them.

2. The students could investigate the history of the Great Wall in China and the Berlin Wall in Europe.

3. The students could create a timeline depicting the events which lead up to the tearing down of the Berlin Wall.

4. The students could create a mural that would depict a land where Zooks and Yooks lived together and were accepting of each others bread and butter habits.

5. The students could identify current issues and events that could possible lead to global conflict and discuss how people could have prevented them from becoming serious problems and what could be done to turn the situations around -creating peaceful, productive solutions.

Theme 5: Change and alternative futures.

Grifalconi, A. (1986). The village of round and square houses. Boston, MA: Little, Brown, & Co. (grades K-3)

Summary:

The village of Tos is like no other village in the world, for in this village the women live in round houses and the men live in square ones. Things were not always this way. The change came about when a volcano destroyed all but two houses in Tos - one round and one square.

The story tells the history of the change how the people of Tos adapted after the volcanic eruption, and how they feel today about their living arrangements.

The village of Tos really exists just the way it always has in the remote hills of the Cameroons in Central Africa. Tos is a thatch-roofed village that clings to the side of an almost extinct volcano, almost entirely isolated, with no paved roads closer to it than eight hours away.

Activities for Creative Expression:

1. The students could create two models of Tos - one before the volcanic eruption and one afterwards.

2. The students could develop a list of other things that might also have changed in the village following the eruption.

3. The story would be a very good introduction to the study of volcanos - where they are located, the changes they cause in the earth and in the lives of people and animals.

4. The students could create a mural depicting life on earth in the year 2090. Help them keep in mind that it would be different for different areas of the world just as life is different today across the globe.

References.

Ada, A.F. & Zubizarreta, A. (1989). Language arts through children's literature. Emeryville, CA: Childrens Book Press.

Derman-Sparks, L. (1989). Anti-bias curriculum: Tools for empowering young children. Washington, D.C.: National Association for the Education of Young Children.

Iowa Department of Education. (1989a). A guide to developing multicultural, nonsexist education across the curriculum. Des Moines, IA: Iowa Department of Education.

Iowa Department of Education. (1989b). A guide for integrating global education across the curriculum. Des Moines, IA: Iowa Department of Education.

Bibliographies of Resources.

Two extensive bibliographies are provided below. The first one is only a small sample of books appropriate for use with young children from preschool through the primary grades. This brief list is divided according to the Multicultural, Nonsexist goals and Global Education themes in the same categories from the Iowa Department of Education curriculum guides as mentioned above.

A second bibliography follows the first one below. It involves a list of children's books from around the world. They are divided into categories according to their country or culture of origin.

Multicultural Non-Sexist Education

Goal 1: Understands self and others as cultural beings acting within a cultural context.

Grifalconi, A. (1986). The village of round and square houses. Boston, MA: Little, Brown, & Co. (grades K-3)

Keats, E.J. (1983). Peter's chair. New York: Harper Collins Children's Books. (preschool-3)

Lalli, J. (1984). Feelings alphabet. Geneva, IL: B.L. Winchester.

Lionni, L. (1991). (reissued ed.) Alexander and the wind-up mouse. New York: Knopf. (preschool-3)

Lionni, L. (1987). The biggest house in the world. New York: Knopf. (preschool-6)

McKissack, P.C. (1988). Mirandy and Brother Wind. New York: Knopf. (preschool-3)

Paek, M.C. (1988). Aekyung's dream. San Francisco, CA: Children's Book Press. (grades 2-7)

Goal 2: Recognizes U.S. and world diversity.

Goble, P. (1989). Iktomi and the berries: A Plains Indian story. New York: Orchard Books Watts. (preschool-2)

Lalli, J. (1984). Feelings alphabet. Geneva, IL: B. L. Winchester.

Lionni, L. (1987). Frederick. New York: Knopf. (preschool-3)

Martin, B., Jr. & Archambault, J. (1987). Here are my hands. New York: Holt, Henry and Co. (preschool-1)

Morris, A. (1989). Bread, bread, bread. New York: Lothrop, Lee, & Shepard Books. (preschool-2)

Morris, A. (1989). Hats, hats, hats. New York: Lothrop, Lee, & Shepard Books. (preschool-2)

Spier, P. (1988). People. New York: Doubleday. (preschool-3)

Young, E. (1989). Lon Po Po: A red riding hood story from China. New York: Putnam. (grades K-4)

Goal 3: Understands how group membership helps determine values, attitudes, and behaviors.

Brown, M. (1986). (reissued ed.) Stone soup. New York: Macmillan Children's Book Group. (preschool-2)

d'Aulaire, I. & d'Aulaire, E.P. (1962). Children of the northlights. New York: Viking.

Lionni, L. (1987). Swimmy. New York: Knopf. (preschool-6)

Locker, T. (1991). The boy who held back the sea. New York: Puffin Books. (preschool-3)

Martin, R. (1991). Foolish Rabbit's big mistake. New York: Putnam Publishing Group. (preschool-3)

McLeish, K. (1973). Chicken Licken. Scarsdale, New York: Bradbury Press.

Ortiz, S. (1988). (rev. ed.) The people shall continue. San Francisco, CA: Childrens Book Press. (grades 2-7)

Goal 4: Understands the dynamics of discrimination, bias, prejudice, and stereotyping.

Garcia, M. (1987). (rev. ed.) The adventures of Connie and Diego. San Francisco, CA: Childrens Book Press. (grades 2-9)

Harris, J.C. (1986). Jump: The adventures of Brer Rabbit. New York: Harcourt Brace Jovanovich. (preschool-3)

Jones, M. (1968). Martin Luther King, Jr.: A picture story. Chicago, IL: Children's Press. (grades 1-4)

Louie, A.L. (1990). Yeh-Shen: A Cinderella story from China. New York: Putnam Publishing Group. (preschool-2)

Seuss, Dr. (1954). Horton hears a who! New York: Randon House. (grades K-3)

Goal 5: Demonstrates skills for effective social action and integration between racial, ethnic, sex, cultural, and ability groups.

Adoff. A. (1973). Black is brown is tan.

Aliki. (1988). A weed is a flower: The life of George Washington Carver. New York: Simon & Shuster.

dela Mare, W. (1983). Molly whuppie. New York: Farrow, Straus, Giroux.

dePaola, T. (1987). (rev. ed.) Queen Esther. San Francisco: Harper & Row. (grades K-5)

dePaola, T. (1983). The legend of Blue Bonnet: An old tale of Texas. New York: Putnam.

Galdone, P. (1987). The little red hen. Boston, MA: Houghton Mifflin. (preschool-3)

Hague, K. & Hague, M. (1988). The man who kept house. New York: Harcourt Brace Jovanovich. (preschool-3)

Lionni, L. (1959). Little blue and little yellow. New York: Astor-Honor. (grades K-1)

Global Education

Theme 1: Global interdependence

Galdone, P. (1973). The little red hen. New York: Clarion.

Lionni, L. (1967). Frederick. New York: Knopf. (preschool-3)

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